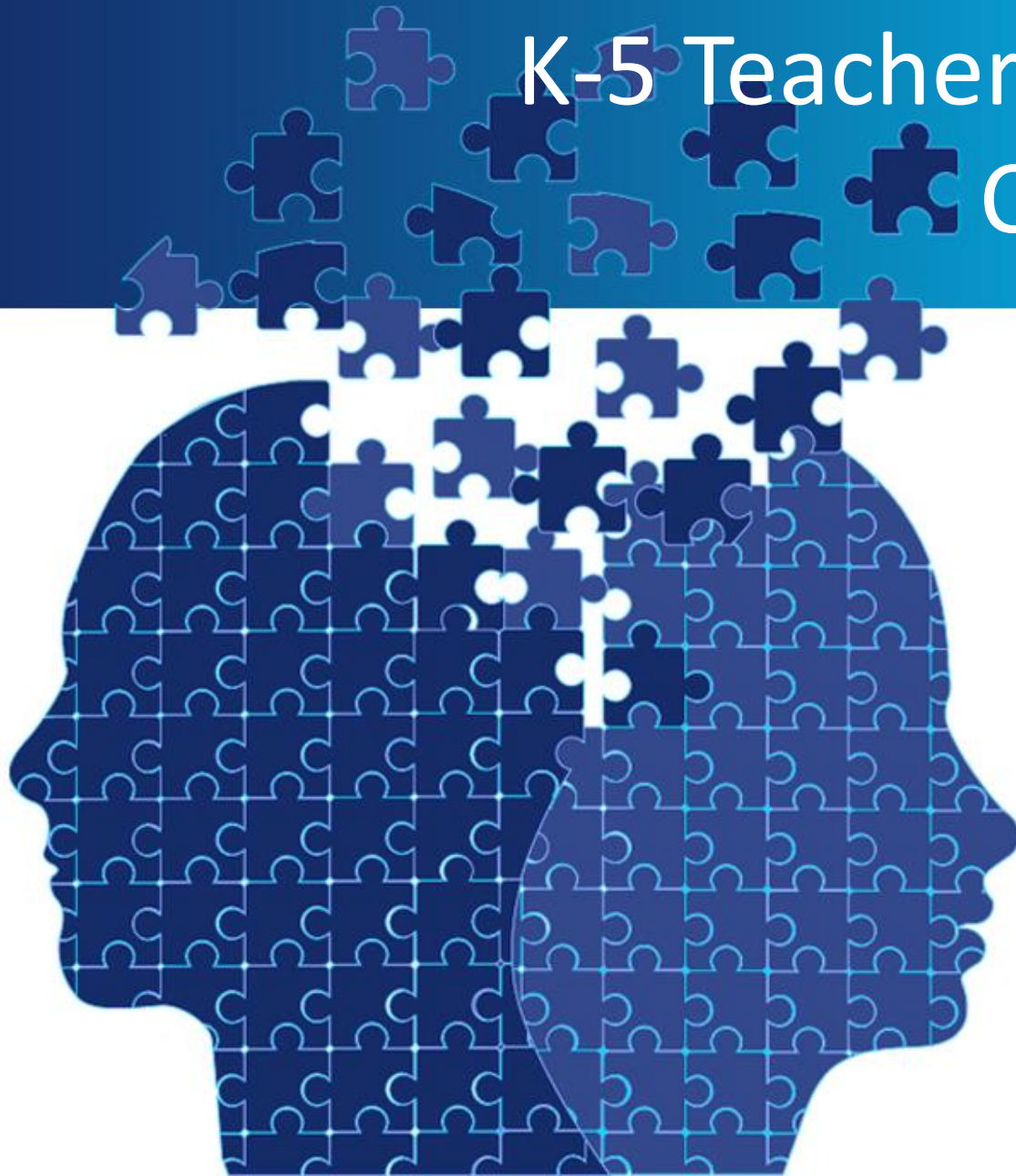


Literacy Coaching to Help K-5 Teachers Address the Common Core

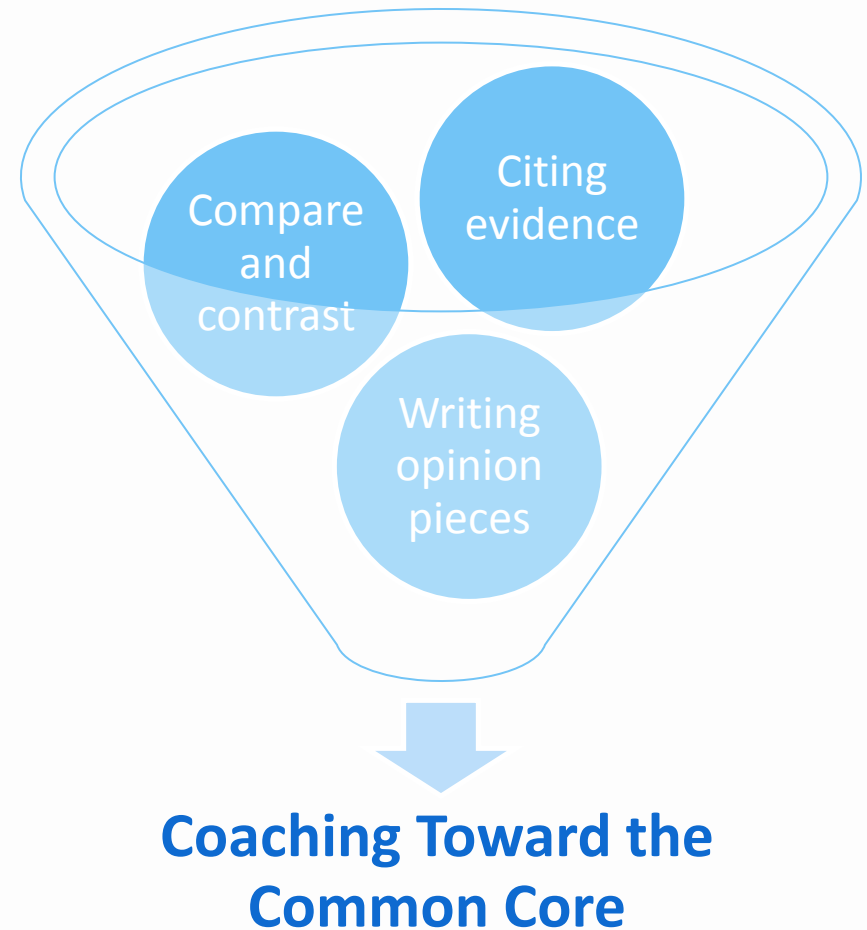


**Laurie Elish-Piper
and**

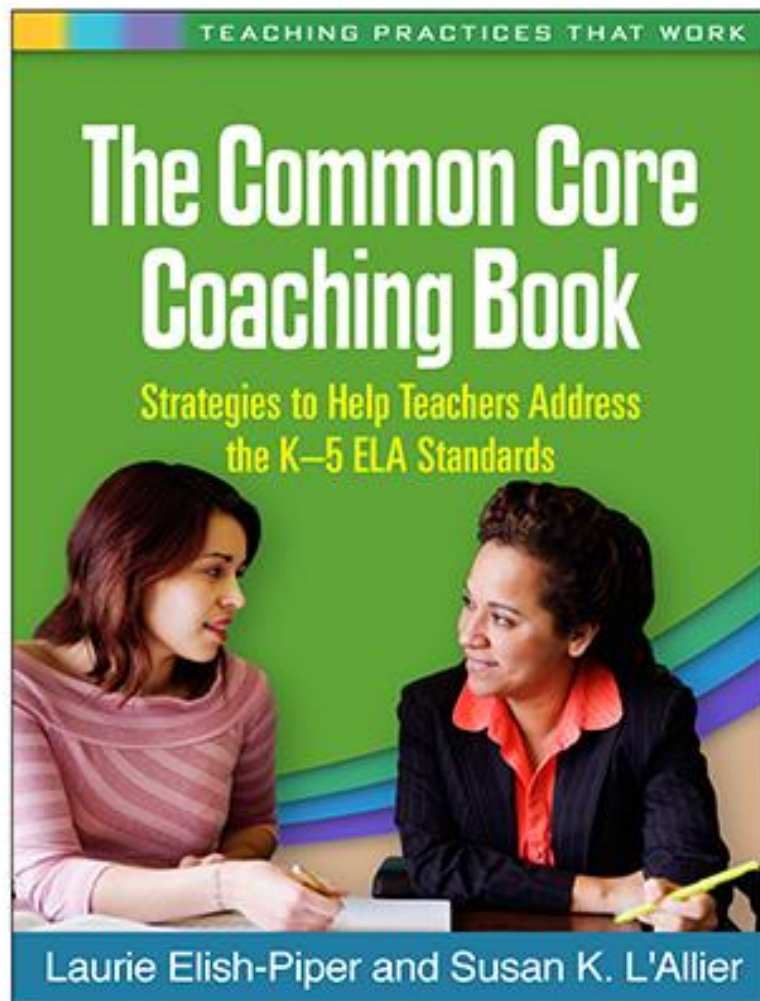
Susan K. L'Allier

**Northern Illinois
University**

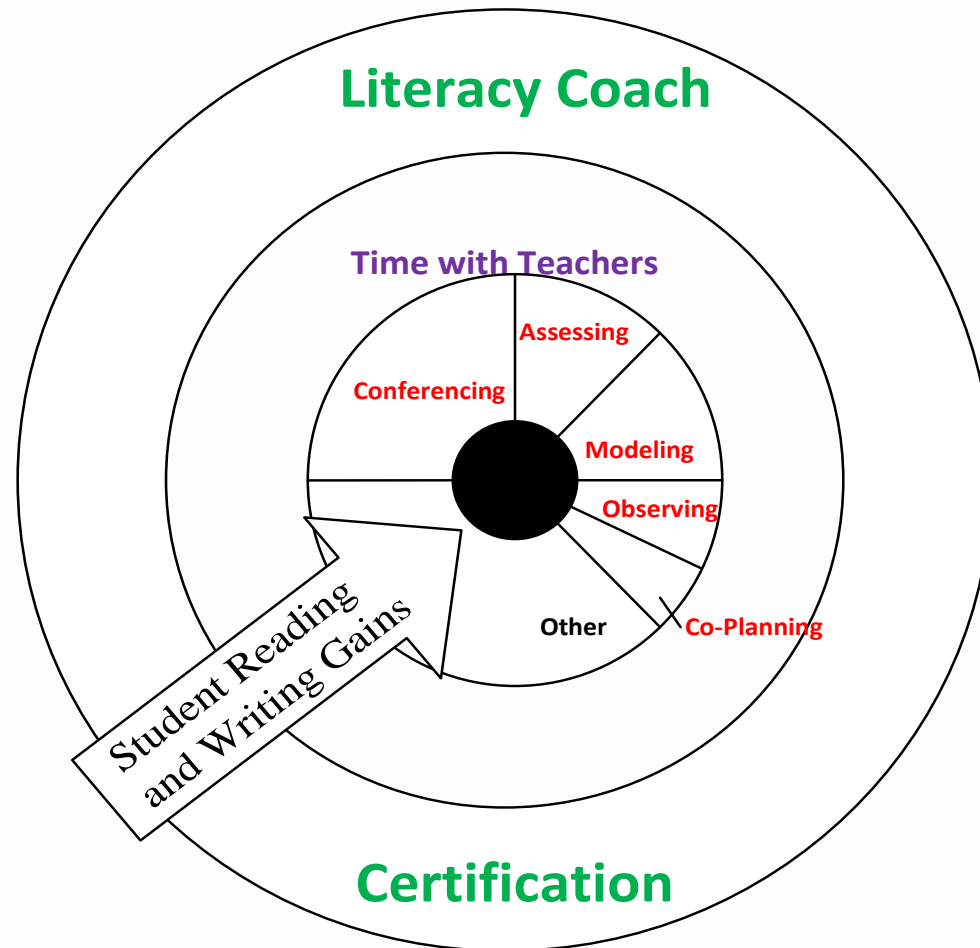
The Ever-Changing Role of the Literacy Coach




Strategies From



Targeted Coaching Model



Guidelines for Coaching Toward the Common Core

- 
- Build capacity.
 - Create sustainability.
 - Maximize time with teachers.
 - Focus on student learning.

Layered Approach

Individual coaching

Small-group coaching

Large-group coaching



Anchor Standard 9

- ❑ Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
 - (Integration of Knowledge and Ideas)



Whole Group: Shared Language/Understanding

Anchor Standard 9

Analyze how two or more texts address similar **themes** or **topics** in order to build knowledge or to compare the **approaches** the authors take.



Collective Brainstorming to Build Shared Understanding

Identify key concepts and terms in the standard.

Discuss what these concepts and terms mean (in your own words).

What examples can you think of related to this standard?

What non-examples can you think of related to this standard?

What questions do you still have?



Deepening Knowledge and Reinforcing Shared Language

- Post key terms and concepts in high visibility areas.
- Use the terms and refer to the concepts consistently (in faculty meetings, PD sessions, grade level meetings, PLCs)



Whole Group: Faculty Meetings



Recent research about an aspect of the Common Core

Article from the popular press about the Common Core

New strategies for addressing a specific Common Core standard

Ways that faculty have been addressing a Common Core Standard

Standard 9 – Informational Text:

COMPARE & CONTRAST

K	<u>With prompting and support</u> , identify basic similarities in and differences between two texts on the same topic.
1	Identify basic similarities in and differences between two texts on the same topic.
2	Most important points presented by two texts on the same topic.
3	Most important points and key details presented in two texts on the same topic.
4	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
5	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

What's Working in Our Classrooms

CCSS 2.9: Comparing and Contrasting: Informational Texts

Text #1:

Frogs and Toads
by Bobbie Kalman

Text #2:

Frog or Toad: How Do You Know?
by Melissa Stewart

Mini-lesson

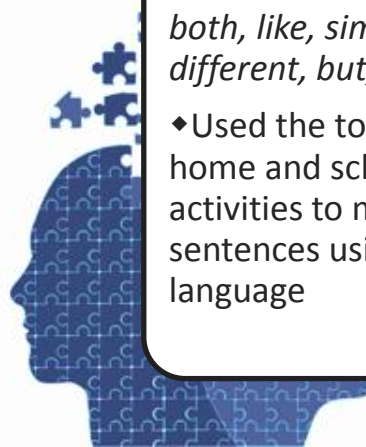
- ◆ Provided explicit instruction on compare and contrast language: *both, like, similar, different, but, however*
- ◆ Used the topic of home and school activities to model sentences using the language

Model and Guided Practice

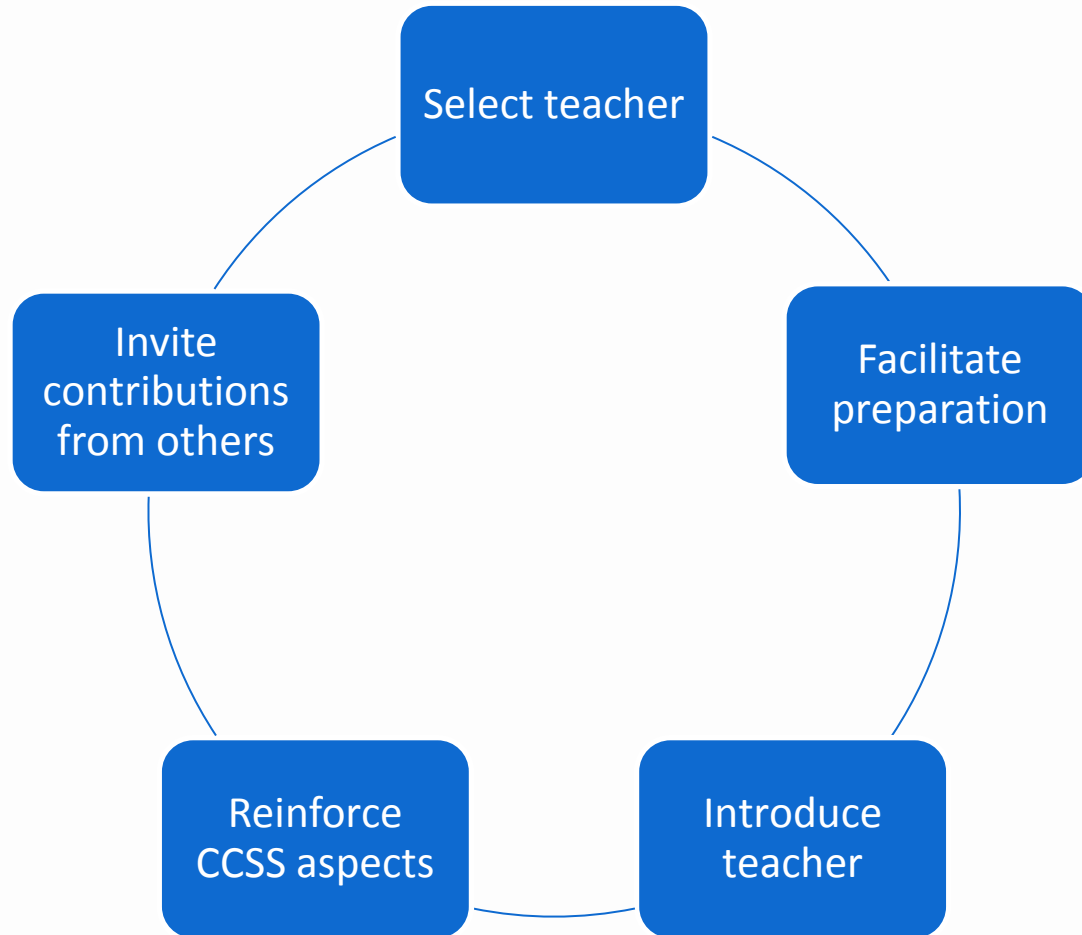
- ◆ Read aloud *Frogs and Toads*
- ◆ Used a think-aloud to write one similarity and one difference
- ◆ Guided students to make additional comparisons and contrasts

Guided Practice

- ◆ Student partners read *Frog or Toad: How Do You Know?*
- ◆ Partners created written comparisons and contrasts to add to the class chart



What is the coach's role?



Turn and Talk

How can you use large-group coaching toward the Common Core in your school?



Layered Approach

Individual coaching

Small-group coaching

Large-group coaching



Standard 9 – Literature:

COMPARE & CONTRAST

K	<u>With prompting and support</u> , ... adventures and experiences of characters in familiar stories.
1	Adventures and experiences of characters in stories.
2	Two or more versions of the same story by different authors or from different cultures.
3	Themes, settings, and plots of stories written by the same author about the same or similar characters.
4	Treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
5	Stories in the same genre on their approaches to similar themes and topics.

Sample Implementation Guide

Standard	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Academic Vocabulary
RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	Compare and contrast topics and themes in realistic fiction – whole class and small group	Compare and contrast topics and themes in modern fantasy– whole class and small group	Compare and contrast topics and themes in historical fiction – whole class and small group	Compare and contrast topics and/or themes in genre of student choice -small group and individual	<ul style="list-style-type: none"> ▪ compare ▪ contrast ▪ theme vs. topic ▪ genre ▪ realistic fiction ▪ historical fiction ▪ modern fantasy

Keys to Effective Implementation Guides

- Developed by teachers
- Document notes on guide during implementation
- Meet after each quarter
- Revise guides as needed



Lesson Study

Is a powerful, embedded professional development approach in which small groups of teachers collaboratively plan, observe, and analyze lessons to examine instructional practices and student outcomes closely.



Benefits of Lesson Study

Increased
knowledge of
subject matter

Increased
knowledge of
instructional
approaches

Stronger collegial
networks

Stronger
motivation and
self-efficacy

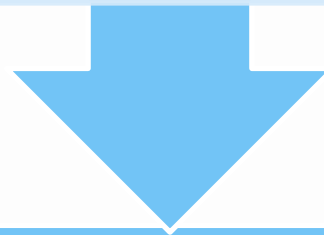
Greater skill in
planning effective
lessons



Streamlined Approach to Lesson Study

Phase 1

Study and Preparation



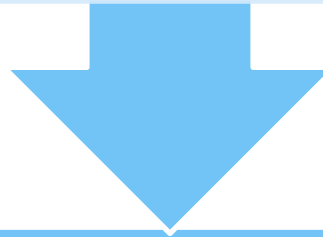
One meeting to:

Review standards and curriculum

Develop lesson focus and desired student outcomes

Phase 2

Plan research lesson and data collection approach



One meeting to:

Plan research lesson

Develop data collection plan

Phase 3

Teach the research lesson



One half day for:

One team member teaches the lesson while others collect data
and

Phase 4

Review data and reflect



During the half-day...

Share data and reflect

Revise research lesson if needed

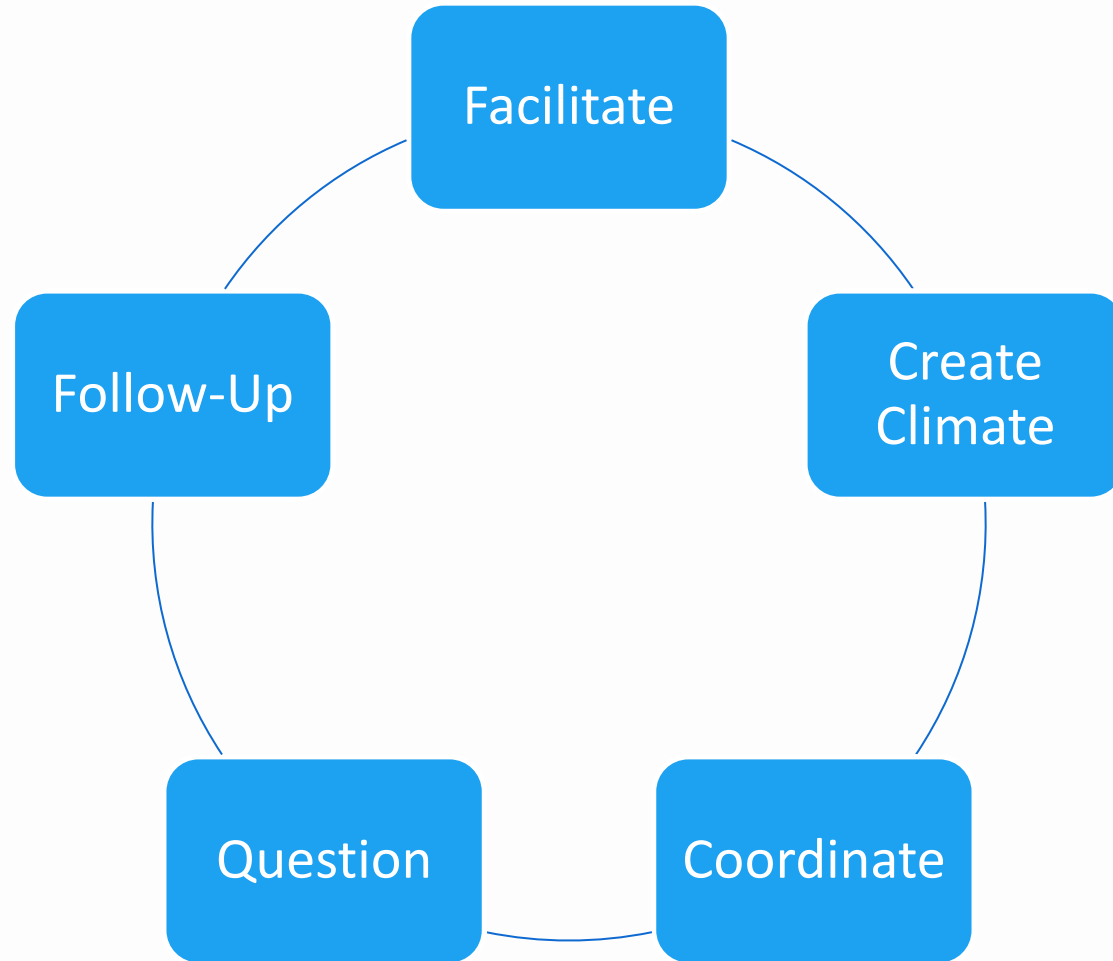
Another team member teaches lesson (return to Phase 3)



Reflect on key insights about:

Student learning and teaching practice

What is the coach's role in lesson study?



Turn and Talk

How can you use small-group coaching toward the Common Core in your school?



Individual Coaching



The Coaching
Cycle

Options within the
Coaching Cycle



Goal Setting

- Goal-setting conference to establish goals for the cycle



Modeling

- Pre-lesson conference to gather information and determine focus of observation
- Coach plans the lesson
- Coach models lesson
- Post-lesson conference



Co-Planning

- Conference to co-plan the lesson that will be co-taught



Co-Teaching

- Coach and teacher co-teach lesson
- Post-lesson conference
- May be one or more co-taught lessons

Observation

- Pre-observation conference
- Teacher teaches lesson; coach observes
- Post-observation conference
- Determine next steps

Co-Planning Options

Coach
models

Teacher
observes

Teacher
teaches

Coach does
not
observe

Coach and
teacher
co-teach

Teacher
teaches

Coach
observes


For all options, coach and teacher conference after the lesson.

Turn and Talk

**How can you use
co-planning with
options in your school?**

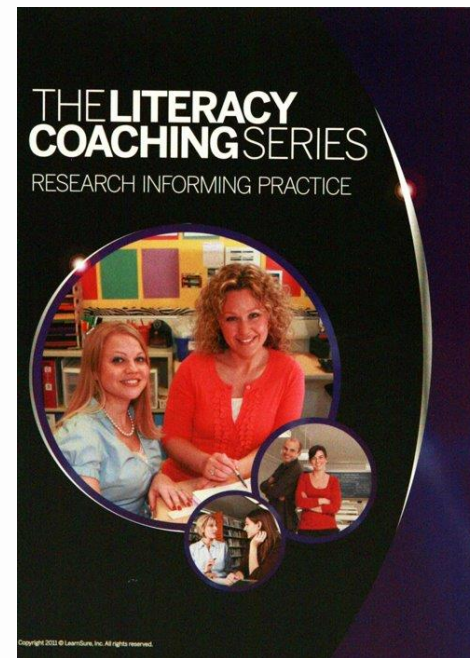
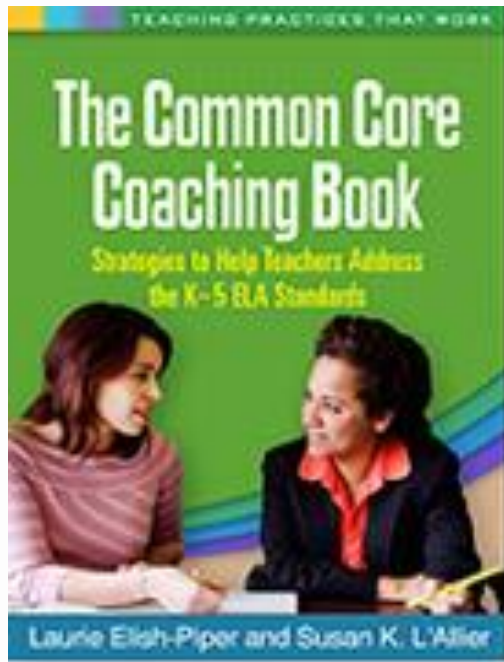


Guidelines for Coaching Toward the Common Core

- 
- Build capacity.
 - Create sustainability.
 - Maximize time with teachers.
 - Focus on student learning.

Helpful Resources

- The Common Core Coaching Book (Guilford Press)
- The Literacy Coaching Series
www.theliteracycoachingseries.com



Questions?

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Literacy Coaching Series



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